



LETRS Lesson Notes

****Always do Speech before Print. Talk about the sentences, syllables, on-set rimes, phonemes, etc. first, then follow up with the print.**

****Always begin your lesson by stating the objective.**

--If you're working on segmenting sentences, tell your students that they will be listening for the breaks and will be identifying individual words.

--If you're working on syllables, tell the students that they will be breaking individual words into parts.

--If you're working on on-set rime, tell the students that they will break the word into a beginning sound and the rest of the word.

--If you're working on phonemes, tell the students that they will be listening for beginning sounds, ending sounds, middle sounds, etc.

****Always follow the objective with a "warm-up."**

--Review what you did the last time you worked together. Remind them what you did by showing them the previous manipulative used to teach the skill.

--Say, "Remember, last time we used the felt squares to segment the words in the sentence..." And actually show them to refresh their memories. "Well, today we are going to use... (elkonin boxes, beads, m&m's, pretzels, etc.)..."

Restate the objective for the students, and have them repeat the objective back to you. It helps it stick in the students' brains.

- Use duck lips to warm up for syllables.
- Use the “ship” motion to warm up for on-set rime.

****Always build in lots of practice during your intervention,**

- Try to provide at least four-five opportunities to practice the skill in each sitting.
- Utilize the “Check Your Partner” strategy to keep all students engaged during the lesson. This will provide all students with ample opportunities to practice the skill successfully (we hope ☺).
- When working on a skill, begin with the I do, We do, You do method. After they seem to be getting it, do a We do once and then have the students do all You Do’s. The teacher says the sentences, syllables, on-set rimes, phonemes, etc. with the students but doesn’t actually move the manipulatives—ONLY the students do.
- When working on a skill, have the students practice it in order, then mix it up a bit to see if they can hold the information in their memories.

Ex: Sentence Segmentation—“She was hopping.”
Use a felt square for each word. Ask students to touch the felt squares and say the words in order. Then, ask the students to name the words in the sentence out-of-order.

- Remember to repeat, and have the students repeat, the objective throughout the lesson. Ask, “What do these felt squares, m&m’s, markers, raisins, etc. represent?” Do this at least three times throughout the lesson.

****Always remember to close the lesson by reviewing, restating the objective, and telling the students where the next lesson is headed.**

****Always be informally surveying to determine when students can move on. You want them to do well 4-5 times in a row.**

- Sentence Segmenting—When students can touch and say five-word sentences on their own (in order and out of order), without your help, they may be ready to move on.

--Syllables—When students are able to touch and say four syllable words (in and out of order), they may be ready to move on.

--On-Set Rime—When students can touch and say the beginning sound and the rest of the word (in and out of order) four to five times, they may be ready to move on.

--Here's a general plan:

++Sentence Segmenting and Syllables completed by the end of October.

++On-set Rime and Phoneme Isolation, I.D., and categorization by Thanksgiving.

--This will give us sufficient time to work on phoneme blending and segmenting for the Winter Assessment. Phoneme segmentation will be tested on that benchmark, so we need to prepare the students.

****Learn your students levels. Post them on a paper near by when teaching whole group for a quick reference. That way you can differentiate your instructions for the students at all times.**

Ex: You are working on Phoneme Identification as a whole group.

You have four picture cards, each beginning with a different sound. You randomly call on a student who is in the syllable group. What do you do? Have the student check for the syllables in the word using duck lips, and call on someone else to identify the initial sound.

Ex: You are reading a book that rhymes. You are asking students to identify words that rhyme. Ask the student who is in the sentence segmenting group to count the words in one of the sentences, as you say it with him orally.

****Once students are experiencing 75-90% accuracy in your intervention groups, you can introduce it as a center. Remember to make it self checking.**